

EXPLORING THE USE OF NARRATIVE TEXT IN TEACHING READING COMPREHENSION IN EFL CLASSROOM

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Abstract This study investigated the use of narrative text in teaching reading comprehension. It aims to find out the implementation of teaching reading comprehension through narrative text and the teacher's preception toward reading comprehension through narrative text. This study is descriptive qualitative method using observation and interview to collect the data since the intended results is the brief description of teaching reading comprehension. The finding of the study shows how the teacher implemented narrative text in teaching reading comprehension. It also shows the students' understanding during the explanation of the content of narrative text. The students got a lot of vocabularies and new knowledge including the moral message implied in narrative text. Teaching reading comprehension through narrative text can boost the motivation of students and the students are more active in the class.

Keywords narrative text; reading comprehension;EFL classroom

A. INTRODUCTION

English is an international language and a way to communicate with different countries in the world (Dhillon et al, 2020). In Indonesia, English is used as the second language after Indonesia language. Since elementary school students have started to be taught English. There are four skills that have been mastered by students. Those are writing, speaking, reading and listening (Melviza, et,al, 2017). All of them are the most important part of learning English especially reading. Reading is one of important language skill and has a big role in life. Basically, reading skills become the important aspect that must be met. Reading can increase our insight and add useful information. Reading skill must be trained the early stages, the teachers teach reading skills since kindergarten or elementary school. who According to Novitri (2021), reading is must be carried out by students to get knowledge and information by comprehending a text. However, reading activities almost less liked by students. Students are still like plays with the other friends and prefer to not read a long text. Their reading's interest is very low because of the influence of the surrounding environment and tendency to use gadget in this day. According to them, reading is a very boring activity, especially reading English text that they do not know the meaning of it. In fact, if they understand what the intended story it will make the

activities of reading more fun and interesting. Therefore, it is necessary to have reading comprehension to know the processing of the purpose and the intended reading.

Reading comprehension is a process to gain information and define the main idea while reading, and also enhance the vocabulary and make a meaningful learning process to (Alderson, 2005). Those who have good reading ability and have visual recognition of word can easily interpret and comprehended the text and will progress in their careers because reading comprehension increases their knowledge simultaneously (Mustafa & Bakri, 2020). According to Snow (2002), reading comprehension process involvement the written language and constructing meaning through interaction in which the process using background knowledge to understanding the intended meaning of the writers' message simultaneously At junior high school, teaching reading is also carried out in schools according to the current curriculum 2013. Teaching reading also looks at the level of difficulty and specific needs of students in order to gain the goals of reading skills. According to Hidayati (2018) states that the Ministry of Education expect students to comprehend basic competence 2013 those are social function, language features, text structure in reading text descriptive, narrative, recount text in oral and written form. However, it might not all be able to achieve basic competence because students usually have difficulty understanding and the text of reading itself not accordance with students' need. Therefore, teacher also need media applied to enhance reading comprehension in the classroom (Herlina, 2012). Then, the strategy in teaching reading comprehensive that are fun use the narratives text. Students must be instilled from an early age that reading is fun. Grabe & Stoller (2011) states that the narrative has function to entertain readers about the stories written by the author and at the same time imply a moral message to be conveyed to the reader. Furthermore, the other function is that students are also introduced to literacy through reading comprehension on narrative text. Narrative text is different with other text, it has special features for example narrating event in chronological order (Indriyati, 2015). Narrative text is also build up the good character (Rahasya, 2017). Moreover, the generic structure of narrative text divided into three parts those are orientation, complication and resolution (Ardiansyah & Jaya, 2020). The orientation introduces the character and setting of place, the complication it shows what the problem of the story and the resolution is show the ending of the story or the problem is solved. Narrative texts usually use organized structure and follow story grammar. Then, the stories developed systematically tend to have good elements. The characters are developed to solve problems making the reader curious about the ending. In addition, it makes reading activity more fun and helps students' reading comprehension then student will be able to discuss the moral values contained in the reading. (Sanacore, 1991). Based on the problem above this study aims to find out the implementation of teaching reading comprehension

through narrative text while also seek the teacher's perception toward the use of narrative text in reading comprehension.

B. LITERATURE REVIEW

Reading is the ability to take the core implied meaning in reading by interpreting the information in the reading correctly. Reading carefully and understanding the contents of the entire text is called reading comprehension or the other definition is also called the ability to understand and apply the information contained in writing (Olson & Diller. 1982). In other relevant research findings, it was found that the use of narrative text was used as a strategy in teaching reading comprehension. Previous researchers used three-phase techniques which have obtained the following findings (Setiyaningsih, 2013). the used of three phases techniques showed that it can improve reading comprehension in narrative text.

According to (Chrilly, Ruth. 2002) states that there are three stage for reading strategy those are pre-reading stage in which scaffold and promoting new vocabulary that they can read or predict in a text. The second stage, the students allow gaining the information or knowledge of the text. The final stage, the students process their understanding and trained to think critically of what they have read about the text. The three phase techniques is the same as using narrative text for reading comprehension which it has some of generic structure those are orientation, complication, resolution and evaluation. From the generic structure, students can sort out the readings and understand the reading passages separately so that they can know the contents of each reading. Then, the other previous studies, according to (Marzona & Ikhsan, 2019) has conducted research on analyzing students' reading comprehension through narrative text in which its findings that it is proved 69,57% students has a moderate ability to comprehend the text.

The research also proposed some suggestion that the teacher should give more explanation to the students in comprehending the text and enrich their vocabulary to comprehend the text as well. In this research, the teacher chooses a narrative text in accordance with students' environment and the teacher also provides problem statements during reading comprehension. Students are formed in groups to discuss and exchange ideas about reading in the text. From the discussion, they will learn a lot of new vocabulary and exchange ideas from their group mates so that this research will also complement the previous research. According to (Ningsih & Rosa, 2019) also states that students can share many idea, opinion and their comprehension in narrative text by using discussion pairs. It will help the students in their learning process while reading a narrative text. Furthermore, reading comprehension skills is not only can be taught through text, it also can be implemented by utilizing the technology as media to teach reading comprehension. This is also related to today's era where technology should include in

the learning process. The previous studies was done by (Fernanda et al., 2019) showed that there was a significant improvement on student's reading comprehension, they were more interested in learning reading comprehension through animation video that containing narrative text . It also stated by (Purnomo, E. S. 2017) that there were positive impact of animation video in which it can improve the student's reading comprehension. In this study, animation video is also used in teaching reading comprehension because it integrates technology and increases students' learning motivation. Students can also gain new vocabulary and reading comprehension. Moreover, it can make learning process more attractive, fun and inspiring. This is in line with (Harmer, J. 2002) states that animation video is the form of a combination of audio and visual. From all previous research, the findings used to support the result of the use of narrative text in teaching reading comprehension in EFL Classroom.

C. **METHODS**

The method of this study use descriptive qualitative method since the intended results is the brief description of teaching reading comprehension. Based on Lincoln & Guba (2000.) Qualitative researcher's emphasis on the natural phenomenon and interpret event, phenomena in term toward something. English teacher was interviewed to find out the implementation of using narrative text in teaching reading comprehension. According to (Creswell, 2012) Interviews used to know about the students' opinion, belief and feeling. By conducting interview, it can give some information and provide personal detailed information.

The researchers also observed the teaching and learning activities. This study focuses on the perception of students who did not have a good reading ability while finding teacher's perception in teaching reading comprehension using narrative text. The data collection took place in four weeks. The researcher observed the students' reading ability in EFL classroom. Researchers analyzed student involvement and students' comprehension during the teaching of narrative text. Then the data from the interview were transcribed, coded, scored, analyzed and interpreted. The documentation analyzed the student progress among the program to support data. The last, the analysis of each data collection was synthesized and discussed to answer the research questions.

D. **RESULT & DISCUSSION**

In the teaching of narrative text, teacher states that the use of narrative text in teaching reading comprehension took longer learning process. Teacher only has 40 minutes for each meeting as the time allocation. The learning process to teach reading comprehension through narrative took four or five meeting because the teacher should explain about the basic way comprehended the text and the generic structure of narrative also the element of it.

At the beginning of the learning process, teacher used mental representations in order to relate the information gained that already exist in the students' mind and use some ways or method to teach the students. The teacher also used scientific approach with discovery learning model and 21st century skill those are critical thinking, collaborative, communication, and creativity in English learning process and also students were asked to be active in this class because it used student-centered learning. According to (Emaliana, 2017) states that student-centered learning is a place where teacher role as instructors or facilitators and help to guide the students in learning process. The students may work pair, group or alone by doing some task from the teachers. This learning model can bring some advantages to the students that they can learn about learn independently and collaborate with their friends. Here, the teacher used the following procedure when teaching reading comprehension through narrative text. To begin the teaching of narrative text in reading, the teacher provided story of narrative text to the students in accordance with the level use of language and curriculum 2013. The chosen text was suitable with the students' culture in accordance with the basic competencies and curriculum. For example Sangkuriang, Dayang Sumbi, The Legend of Roro Jonggrang etc. The teacher read one of narrative text. At the same time one person wrote the story on the blackboard, while the other students wrote it on paper. Then, they understood the content in the narrative text.

Furthermore, teacher also divided into several group in order to help the students in understanding the story. In this section, teacher gave problem statement related to comprehension of narrative text and they discussed it in a group work. The reading process, they are more enthusiastic to know the message of the story given by the teacher. In this case, teacher used technique and strategy to teach reading comprehension by using narrative text. According to Richard & Rodger(2005), techniques are trick, ploy, or use of a tool that actually happen in the classroom to achieve an immediate goal. Hence, the way the teacher uses scientific approach is important in teaching reading comprehension using narrative text. Student manages to comprehend the content of what they read and interested in the chosen text through interesting strategies. These activities also stimulated the students' curiosity and make them pay full attention to the teacher's order. After reading process, the students were asked to present the result of problem statement given by the teacher in front of class. The students were asked to present about the three main parts of the narrative text, element of narrative text and moral value. In this activity, the teacher wants to know the ability of reading comprehension. From their presentation in front of the class, it found that they can present the story well. Students can define the generic structure of narrative text, element and the moral value of the narrative text. One by one of students stated their reading comprehension in front of the class. By understanding it, the students are expected have a good comprehension of the

text. Finally, the teacher gave feedback and corrected mistakes in their reading comprehension of narrative text. The teacher state that using narrative in teaching reading comprehension improve the students enthusiasm in following the lesson and learning becomes more fun. This is in line with De Melendex, & Beck (2018) that state teachers need to provide media, strategies, and interesting activities so that young students will learn things easily because they are happy during the learning process. Using narrative text can improve students' reading comprehension and motivation in learning process because they can also gain the new information. The class is more active and conductive, and also they do not only gain the reading comprehension skill, but also gain new vocabularies from the text about. Although they have some problem to understand the intended of text because lack of vocabularies they can take a note and find the meaning into dictionary .

After learning process, the teacher gave the animated video from YouTube or the other relevant resources to make better their comprehension about the text. The students watched and listening to the video and understanding the language features and element of narrative text. In this section, the teacher asked the students to listen and write the new vocabulary that they did not know. By this activity, students can enrich their vocabulary from it. The teacher implemented the technology due to the improvement of today's information and technology in younger generation. According to (Fernanda et al, 2019) states that the students can easily reading comprehension on animation video because there are many aspect that they will get from the animation video such as main idea, specific information, reference, inference and vocabulary as well. This animation video also attracted their attention to focus and learn narrative text because it provides one of the stories of narrative text with colorful images, moving picture and script or subtitle to help students understand the story. (Nurizmawati et al., 2015). However, the positive result of implementing narrative text in teaching reading comprehension cannot be separated from the drawbacks of it. Based on an interview result, reading comprehension text is very difficult because usually the text is very long and difficult to comprehend. Beside, the vocabulary of the text sometimes were too difficult for students making them unable to understand the text. Students also told the teachers, that it made them sometime got bored in the middle of the lesson .

All in all, the result of the implementation of using narrative text in reading explores how it makes learning more fun and interesting. Narrative text can be used in teaching reading comprehension because the story can improve students' motivation and also the moral value can educate the students. Using narrative text also increase the lack of vocabularies of the students. The class atmosphere was also enthusiasm, conductive. Narrative text is very suitable and effective as an initial medium for learning reading comprehension and inadvertently they also study literature from narrative text.

E. CONCLUSION

To sum up, this research has shown the implementation of teaching reading comprehension and the teacher perception of using narrative text. The problem of the present study includes the way how teacher teaches reading comprehension through narrative text and what are the teacher's perceptions toward reading comprehension through narrative text.

With regard to first research question, the implementation of teaching reading comprehension through narrative text it can be proven by the students' understanding during presentation the content of narrative text given. Student presented it in detail and expected to have a good comprehension of the narration text. They also get a lot of vocabularies and new knowledge including the moral message implied in narrative text. In case of teacher's perception of using narrative text in teaching reading comprehension, study found the drawbacks that students' find it difficult to read a long text because they could not comprehend the text easily. The vocabulary mastery is also one of the problem in teaching narrative text, thus students did not really understand the full context of the text. However, in the use of narrative text as media to enhance reading ability and comprehension can motivate students at the classroom. The class is more conducive and also the students were more active in the class. The students give their full attentions to the teacher's orders in reading comprehension through narrative text.

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